

Washington State Juvenile Court Risk Assessment

Name _____ JUVIS Control Number |_|_|_|_|_|_|_| Referral R |_|_|_|_|

Last First

Initiated ____/____/____ SCOMIS Number |_|_|-8-|_|_|_|_|_|_|_|

Month Day Year

SECTION 1: Criminal History

Referrals, rather than offenses, are used to assess the persistence of re-offending by the youth.

Youth has been living in Washington State since age: _____ *Enter 0 if from birth*

Other states in which youth has lived since age 10:

_____	1. Age at first offense: The age at the time of the offense for which the youth was referred to juvenile court for the first time on a non-traffic misdemeanor or felony that resulted in a conviction, diversion, deferred adjudication, or deferred disposition.
_____	2. Misdemeanor referrals: Total number of referrals in which the most serious offense was a non-traffic misdemeanor that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).
_____	3. Felony referrals: Total number of referrals for a felony offense that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed).
_____	4. Weapon referrals: Total number of referrals in which the most serious offense was a firearm/weapon charge that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed), or a weapon enhancement finding.
_____	5. Against-person misdemeanor referrals: Total number of referrals in which the most serious offense was an against-person misdemeanor that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed). An against-person misdemeanor involves threats, force, or physical harm to another person such as an assault, sex, coercion, harassment, obscene phone call, etc.
_____	6. Against-person felony referrals: Total number of referrals for an against-person felony that resulted in a conviction, diversion, deferred adjudication, or deferred disposition (regardless of whether successfully completed). An against-person felony involves force or physical harm to another person such as homicide, murder, manslaughter, assault, rape, sex, robbery, kidnapping, domestic violence, harassment, criminal mistreatment, intimidation, coercion, obscene harassing phone call, etc.
_____	7. Disposition orders where youth served at least one day confined in detention: Total number of disposition orders and modification orders in which the youth served at least one day physically confined in a county detention facility. A day served includes credit for time served. Detention includes physical confinement in a county detention facility.
_____	8. Disposition orders where youth served at least one day confined under JRA: Total number of disposition orders and modification orders in which the youth served at least one day confined under the authority of the Juvenile Rehabilitation Administration (JRA). A day served includes credit for time served.
_____	9. Escapes: Total number of attempted or actual escapes that resulted in a conviction.
_____	10. Failure-to-appear in court warrants: Total number of failures-to-appear in court that resulted in a warrant being issued. Exclude failure-to-appear warrants for non-criminal matters.

SECTION 2: School

From school records and from the interview:

<p>1. Youth's current school enrollment status, regardless of attendance: <i>If the youth is in home school as a result of being expelled or dropping out, check the expelled or dropped out box, otherwise check enrolled if in home school.</i></p>	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Graduated, GED <input type="checkbox"/> Enrolled full-time <input type="checkbox"/> Enrolled part-time </div> <div> <input type="checkbox"/> Suspended <input type="checkbox"/> Dropped out <input type="checkbox"/> Expelled </div> </div>
<p>2. Type of school in which youth is enrolled: Name of School _____ Current or highest grade level attained _____</p>	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Public academic <input type="checkbox"/> Vocational <input type="checkbox"/> Alternative <input type="checkbox"/> GED Program </div> <div> <input type="checkbox"/> Private academic <input type="checkbox"/> Home school <input type="checkbox"/> College <input type="checkbox"/> Other _____ </div> </div>
<p>3. <input type="checkbox"/> Youth is a special education student or has a formal diagnosis of a special education need: <i>Check all that apply.</i></p>	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Learning <input type="checkbox"/> Behavioral <input type="checkbox"/> Other: _____ </div> <div> <input type="checkbox"/> Mental retardation <input type="checkbox"/> (ADHD/ADD) </div> </div>
<p>4. Youth believes there is value in getting an education:</p>	<input type="checkbox"/> Believes getting an education is of value <input type="checkbox"/> Somewhat believes education is of value <input type="checkbox"/> Does not believe education is of value
<p>5. Youth believes school provides an encouraging environment for him or her:</p>	<input type="checkbox"/> Believes school is encouraging <input type="checkbox"/> Somewhat believes <input type="checkbox"/> Does not believe
<p>6. Total number of expulsions and suspensions since the first grade: <i>Enter the number up to 10. Enter 0 if none.</i></p>	<p>_____ Number of expulsions or suspensions</p>
<p>7. Age at first expulsion or suspension: <i>Leave blank if never expelled or suspended.</i></p>	<p>_____ Age at first expulsion or suspension</p>
<input type="checkbox"/> <i>Check this box and complete the following section if the youth has been enrolled in a community school during the last six months, regardless of attendance.</i>	
<p>8. Teachers/staff/coaches the youth likes or feels comfortable talking with: <i>Enter the number of adults; if none, enter 0.</i> Names: _____</p>	<p>_____ Number of teachers/staff/coaches</p>
<p>9. Youth's involvement in school activities during most recent term: school leadership; social service clubs; music, dance; drama, art; athletics; other extracurricular activities.</p>	<input type="checkbox"/> Involved in two or more activities <input type="checkbox"/> Involved in one activity <input type="checkbox"/> Interested but not involved in any activities <input type="checkbox"/> No interest in school activities
<p>10. Youth's conduct in the most recent term: fighting or threatening students; threatening teachers/staff; overly disruptive behavior; drug/alcohol use; crimes, e.g., theft, vandalism; lying, cheating, dishonesty. <i>Check all that apply.</i></p>	<input type="checkbox"/> No problems <input type="checkbox"/> Problems reported by teachers <input type="checkbox"/> Calls to parents <input type="checkbox"/> Calls to police
<p>11. Youth's attendance in the most recent term: <i>Full-day absence means missing majority of classes. Partial-day absence means attending the majority of classes and missing the minority. A truancy petition is equal to 7 unexcused absences in a month or 10 in a year.</i></p>	<input type="checkbox"/> No unexcused absences <input type="checkbox"/> Some partial-day unexcused absences <input type="checkbox"/> Some full-day unexcused absences <input type="checkbox"/> Truancy petition filed, or equivalent full-day unexcused absences, or withdrawn within last six months
<p>12. Youth's academic performance in the most recent school term: <i>Check all that apply.</i></p>	<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Honor student <input type="checkbox"/> C or better <input type="checkbox"/> Lower than C </div> <div> <input type="checkbox"/> Failing some classes <input type="checkbox"/> Failing most classes </div> </div>
<p>13. Interviewer's assessment of the youth staying in and graduating from high school or an equivalent vocational school:</p>	<input type="checkbox"/> Very likely to stay in school and graduate <input type="checkbox"/> Uncertain if youth will stay and graduate <input type="checkbox"/> Not very likely to stay and graduate

SECTION 3: Use of Free Time

1. Structured recreational activities: Youth participates in structured and supervised pro-social community activities such as religious group/church, community group, cultural group, club, athletics, or other community activity.	<input type="checkbox"/> Involved in two or more activities <input type="checkbox"/> Involved in one activity <input type="checkbox"/> Interested but not involved <input type="checkbox"/> Not interested in any activities
2. Unstructured recreational activities: Youth engages in activities that positively occupy the youth's time, such as reading, hobbies, etc.	<input type="checkbox"/> Involved in two or more activities <input type="checkbox"/> Involved in one activity <input type="checkbox"/> Interested but not involved <input type="checkbox"/> Not interested in any activities

SECTION 4: Employment

1. History of employment: <i>Check all that apply.</i>	<input type="checkbox"/> Never employed <input type="checkbox"/> Has been successfully employed <input type="checkbox"/> Was fired or quit because of poor performance <input type="checkbox"/> Was fired or quit because he or she could not get along with employer or coworkers
<i>Complete following section only if the youth has ever been employed.</i>	
2. Total number of times youth has been employed:	_____ Number of times
3. Number of weeks of longest period of employment:	_____ Number of weeks
4. Positive personal relationship(s) with employer(s) or adult coworker(s):	_____ Number of adults
5. Youth is currently employed:	<input type="checkbox"/> No <input type="checkbox"/> Yes

SECTION 5: Relationships

1. Number of existing positive adult non-family relationships: Adults who can provide support and model pro-social behavior, such as religious leader, club member, community person, or any other non-family adult(s). <i>Enter number of adults up to five. Enter 0 if there are none.</i>	_____ Number of existing non-family adult relationship(s)
2. Pro-social community ties: Youth feels there are people in his or her community who discourage him or her from getting into trouble or are willing to help the youth.	<input type="checkbox"/> No <input type="checkbox"/> Somewhat <input type="checkbox"/> Yes
<i>Anti-social peers are youth who are hostile to or disruptive of the legal social order; who violate the law and the rights of others.</i>	
3. Friends the youth actually spends his or her time with: <i>Check all that apply.</i>	<input type="checkbox"/> No friends or companions, no consistent friends <input type="checkbox"/> Friends who have a positive pro-social influence <input type="checkbox"/> Friends who have a negative anti-social influence <input type="checkbox"/> Gang member/associate
4. Role of youth among peers: <i>Check all that apply.</i>	<input type="checkbox"/> A leader who gets others into trouble <input type="checkbox"/> A peer who gets into trouble when in a group <input type="checkbox"/> An immature follower who gets into trouble for attention, status and acceptance <input type="checkbox"/> An independent youth who gets into trouble on his or her own
5. Admiration/emulation of tougher anti-social peers:	<input type="checkbox"/> Youth does not admire, emulate tougher anti-social peers <input type="checkbox"/> Youth minimally admires, emulates tougher peers <input type="checkbox"/> Youth admires, emulates tougher peers
<i>Complete the following information for a youth who associates with an anti-social peer group or gang.</i>	
6. Number of months the youth has been associating with anti-social friends/gang:	_____ Months has associated with anti-social friends _____ Months has associated with gang
7. Amount of free time the youth spends with anti-social peer group:	<input type="checkbox"/> Spends one or two hours of free time per week <input type="checkbox"/> Spends three to seven hours of free time per week <input type="checkbox"/> Spends eight to 14 hours of free time per week <input type="checkbox"/> Spends all or nearly all of free time
8. Strength of loyalty to anti-social peers: <i>Check all that apply.</i>	<input type="checkbox"/> Would sometimes lie or cheat for peers <input type="checkbox"/> Would consistently lie or cheat for peers <input type="checkbox"/> Would sometimes steal, fight, or do other serious acts for peers <input type="checkbox"/> Would consistently steal, fight, or do other serious acts for peers
9. Strength of anti-social peer influence:	<input type="checkbox"/> Often does not go along with the anti-social peers <input type="checkbox"/> Usually goes along with the anti-social peers <input type="checkbox"/> Almost always goes along with the anti-social peers <input type="checkbox"/> Leads the anti-social peers

SECTION 6A: Environment in Which the Youth Was Primarily Raised

1. Age when last living with biological parents: <i>Parents refers to parents or legal guardians responsible for youth.</i>	<div style="display: flex; justify-content: space-between;"> <div> Mother <input type="checkbox"/> Still living with, or <input type="checkbox"/> age last living with </div> <div> Father <input type="checkbox"/> </div> </div>																																				
2. Problems of family members who were living in the household: <i>Check all that apply.</i>	<table border="1"> <thead> <tr> <th></th> <th><u>Mother</u></th> <th><u>Father</u></th> <th><u>Sibling</u></th> </tr> </thead> <tbody> <tr><td>No problems</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Alcohol</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Drug</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Mental health</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Physical health</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Employment</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Financial</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>Jail/imprisonment</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </tbody> </table>		<u>Mother</u>	<u>Father</u>	<u>Sibling</u>	No problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Drug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Financial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Jail/imprisonment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. Court-ordered or DSHS voluntary out-of-home and shelter care placements exceeding 30 days: <i>Enter zero if none, up to a maximum of 5 placements. Exclude JRA commitments.</i>	_____ Number of placements																																				
4. Runaways or times kicked out of home: <i>Include times the youth did not voluntarily return within 24 hours. Include incidents not reported by or to law enforcement. Enter zero if none, up to a maximum of 5.</i>	_____ Number of runaways _____ Times kicked out																																				
5. Petitions filed: <i>Check all that apply.</i>	<input type="checkbox"/> No dependency petitions <input type="checkbox"/> Youth-at-risk <input type="checkbox"/> ARP <input type="checkbox"/> CHINS <input type="checkbox"/> Dependency																																				
6. Parental love, caring, and support of youth:	<input type="checkbox"/> Consistent love, caring, and support <input type="checkbox"/> Inconsistent love, caring, and support <input type="checkbox"/> Indifferent, uncaring, uninterested, unwilling to help <input type="checkbox"/> Hostile toward youth, berated and belittled																																				
7. Family member(s) youth feels close to or has good relationship with: <i>Check all that apply.</i>	<input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Male Sibling <input type="checkbox"/> Female sibling <input type="checkbox"/> Extended family <input type="checkbox"/> No one																																				
8. Family provides opportunities for youth to participate in family activities and decisions affecting the youth:	<input type="checkbox"/> No opportunities for involvement provided <input type="checkbox"/> Some opportunities for involvement provided <input type="checkbox"/> Opportunities for involvement provided																																				
9. Level of conflict between parents, between youth and parents, among siblings: <i>Check the most serious level that applies.</i>	<input type="checkbox"/> Some conflict that was well managed <input type="checkbox"/> Verbal intimidation, yelling, heated arguments <input type="checkbox"/> Threats of physical abuse <input type="checkbox"/> Physical/sexual abuse: domestic violence																																				
10. Parental supervision: <i>Parents know who youth is with, when youth will return, where youth is going, and what youth is doing.</i>	<input type="checkbox"/> Good supervision <input type="checkbox"/> Some good supervision <input type="checkbox"/> Inadequate supervision																																				
11. Parental rule enforcement and control:	<input type="checkbox"/> Youth usually obeys and follows rules <input type="checkbox"/> Youth sometimes obeys or obeys some rules <input type="checkbox"/> Youth consistently disobeys, and/or is hostile																																				
12. Consistent appropriate discipline—punishment for bad behavior and rewards for good behavior: <i>Check all that apply. Appropriate means clear communication, timely response, and response proportionate to conduct. Rewards include affection, praise, or other tangible means.</i>	<table border="1"> <thead> <tr> <th><u>Appropriate Punishment</u></th> <th><u>Appropriate Rewards</u></th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/> Usually</td><td><input type="checkbox"/> Usually</td></tr> <tr><td><input type="checkbox"/> Sometimes</td><td><input type="checkbox"/> Sometimes</td></tr> <tr><td><input type="checkbox"/> Rarely</td><td><input type="checkbox"/> Rarely</td></tr> </tbody> </table>	<u>Appropriate Punishment</u>	<u>Appropriate Rewards</u>	<input type="checkbox"/> Usually	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely	<input type="checkbox"/> Rarely																												
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13. Characterization of discipline: <i>Check all that apply.</i>	<input type="checkbox"/> Appropriate punishment <input type="checkbox"/> Appropriate rewards <input type="checkbox"/> Overly severe punishment <input type="checkbox"/> Overly indulgent <input type="checkbox"/> Insufficient punishment <input type="checkbox"/> Overly protective <input type="checkbox"/> Little or no punishment <input type="checkbox"/> Little or no rewards																																				
14. Parental characterization of youth's anti-social behavior:	<input type="checkbox"/> Disapproves of youth's anti-social behavior <input type="checkbox"/> Minimizes, denies, justifies, excuses behavior, or blames others/circumstances <input type="checkbox"/> Accepts youth's anti-social behavior as okay <input type="checkbox"/> Proud of youth's anti-social behavior																																				

SECTION 6B: Current Living Arrangements

1. Currently living with family in which primarily raised; or length of time living with current family:	<input type="checkbox"/> Living with family in which primarily raised; or _____ Years and _____ months living with current family			
2. The youth's current living arrangements: <i>Check all that apply.</i>	<input type="checkbox"/> Father <input type="checkbox"/> Mother <input type="checkbox"/> Stepparent <input type="checkbox"/> Siblings <input type="checkbox"/> Other relatives <input type="checkbox"/> Other adult <input type="checkbox"/> Foster/group home <input type="checkbox"/> Independent <input type="checkbox"/> Transient <input type="checkbox"/> Other _____			
<input type="checkbox"/> <i>Check this box and complete items 3 - 5 if youth is living with at least one adult caretaker/parent.</i>				
3. Family annual income:	<input type="checkbox"/> Under \$15,000 <input type="checkbox"/> \$15,000 - \$34,999 <input type="checkbox"/> \$35,000 - \$49,999 <input type="checkbox"/> \$50,000 and over			
4. Health insurance and Title 19 eligibility: <i>Check all that apply.</i>	<input type="checkbox"/> Has health insurance <input type="checkbox"/> Medical Coupons <input type="checkbox"/> Eligible for Title 19 <input type="checkbox"/> Enrolled in Title 19			
5. Support network for family; extended family and friends who can provide additional support:	<input type="checkbox"/> No family support network <input type="checkbox"/> Some family support network <input type="checkbox"/> Strong family support network			
<i>Complete the following section only if different from family in which primarily raised.</i>				
6. Problems of family members who are currently living in the household: <i>Check all that apply. Mother and father refer to current parent or legal guardian.</i>		Mother	Father	Sibling(s)
No problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drug	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jail/imprisonment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Current parental love, caring, and support of youth:	<input type="checkbox"/> Consistent love, caring, and support <input type="checkbox"/> Inconsistent love, caring, and support <input type="checkbox"/> Indifferent, uncaring, uninterested, unwilling to help <input type="checkbox"/> Hostile toward youth, berates and belittles			
8. Current family member(s) youth feels close to or has good relationship with: <i>Check all that apply.</i>	<input type="checkbox"/> Father/male caretaker <input type="checkbox"/> Mother/female caretaker <input type="checkbox"/> Male sibling <input type="checkbox"/> Female sibling <input type="checkbox"/> Extended family <input type="checkbox"/> No one			
9. Current family provides opportunities for youth to participate in family activities and decisions affecting the youth:	<input type="checkbox"/> No opportunities for involvement provided <input type="checkbox"/> Some opportunities for involvement provided <input type="checkbox"/> Opportunities for involvement provided			
10. Current level of conflict between parents, between youth and parents, among siblings: <i>Check the most serious level that applies.</i>	<input type="checkbox"/> Some conflict that is well managed <input type="checkbox"/> Verbal intimidation, yelling, heated arguments <input type="checkbox"/> Threats of physical abuse <input type="checkbox"/> Physical/sexual abuse: domestic violence			
11. Current parental supervision: <i>Parents know who youth is with, when youth will return, where youth is going, and what youth is doing.</i>	<input type="checkbox"/> Good supervision <input type="checkbox"/> Some good supervision <input type="checkbox"/> Inadequate supervision			
12. Current parental rule enforcement and control:	<input type="checkbox"/> Youth usually obeys and follows rules <input type="checkbox"/> Youth sometimes obeys or obeys some rules <input type="checkbox"/> Youth consistently disobeys, and/or is hostile			
13. Current consistent appropriate discipline—punishment for bad behavior and rewards for good behavior: <i>Check all that apply. Appropriate means clear communication, timely response, and response proportionate to conduct. Rewards mean affection, praise, etc.</i>	<u>Appropriate Punishment</u>	<u>Appropriate Rewards</u>		
	<input type="checkbox"/> Usually	<input type="checkbox"/> Usually		
	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Sometimes		
	<input type="checkbox"/> Rarely	<input type="checkbox"/> Rarely		
14. Current characterization of discipline: <i>Check all that apply.</i>	<input type="checkbox"/> Appropriate punishment <input type="checkbox"/> Appropriate rewards <input type="checkbox"/> Overly severe punishment <input type="checkbox"/> Overly indulgent <input type="checkbox"/> Insufficient punishment <input type="checkbox"/> Overly protective <input type="checkbox"/> Little or no punishment <input type="checkbox"/> Little or no rewards			
15. Current parental characterization of youth's anti-social behavior:	<input type="checkbox"/> Disapproves of youth's anti-social behavior <input type="checkbox"/> Minimizes, denies, justifies, excuses behavior, or blames others/circumstances <input type="checkbox"/> Accepts youth's anti-social behavior as okay <input type="checkbox"/> Proud of youth's anti-social behavior			

SECTION 7: Alcohol and Drugs

Assess any alcohol and drug usage by the youth relative to its disruption of the youth's life. Disrupted functioning involves problems in any one of these four life areas: education, family conflict, peer relationships, or health consequences. Disrupted functioning usually indicates that treatment is warranted.

1. Alcohol use:	<input type="checkbox"/> None <input type="checkbox"/> Use <input type="checkbox"/> Use disrupts function
2. Drug use:	<input type="checkbox"/> None <input type="checkbox"/> Use <input type="checkbox"/> Use disrupts function
<i>Indicate whether alcohol and/or drug use often contributes to criminal behavior; their use typically precipitates the commission of a crime. That is, there is evidence or reason to believe the youth's criminal activity is related to alcohol and/or drug use.</i>	
3. Alcohol use contributes to the youth's criminal behavior:	<input type="checkbox"/> No <input type="checkbox"/> Somewhat <input type="checkbox"/> Yes
4. Drug use contributes to the youth's criminal behavior:	<input type="checkbox"/> No <input type="checkbox"/> Somewhat <input type="checkbox"/> Yes

SECTION 8: Mental Health

For abuse and neglect, include any history that is suspected, whether or not substantiated; exclude reports of abuse or neglect proven to be false.

1. Victim of physical or sexual abuse: <i>Parents include biological parents, stepparents, adopted parents and legal guardian or caretaker. Check all that apply.</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Abused by:</td> <td style="width: 15%; text-align: center;"><u>Parent</u></td> <td style="width: 15%; text-align: center;"><u>Sibling</u></td> <td style="width: 15%; text-align: center;"><u>Other Family</u></td> <td style="width: 15%; text-align: center;"><u>Outside Family</u></td> </tr> <tr> <td>None</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Physical abuse</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Sexual abuse</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Abused by:	<u>Parent</u>	<u>Sibling</u>	<u>Other Family</u>	<u>Outside Family</u>	None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sexual abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Abused by:	<u>Parent</u>	<u>Sibling</u>	<u>Other Family</u>	<u>Outside Family</u>																	
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Physical abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																	
Sexual abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																	
2. Victim of neglect:	<input type="checkbox"/> No <input type="checkbox"/> Yes																				
3. Mental health problems: <i>Such as schizophrenia, bi-polar, mood, thought, personality and adjustment disorders. Exclude substance abuse and special education since those issues are considered elsewhere. Confirm by a professional in the social service/healthcare field. Check all that apply.</i>	<input type="checkbox"/> None <input type="checkbox"/> Diagnosed with mental health problem(s) <input type="checkbox"/> Medication prescribed <input type="checkbox"/> Treatment																				
4. Violence/anger: <i>Reports of displaying a weapon, fighting, threatening people, violent outbursts, violent temper, fire starting, animal cruelty, destructiveness, volatility, intense reactions.</i>	<input type="checkbox"/> No reports <input type="checkbox"/> Reports																				
5. Sexual aggression: <i>Reports of aggressive sex, sex for power, young sex partners, voyeurism, exposure, etc.</i>	<input type="checkbox"/> No reports <input type="checkbox"/> Reports																				
6. Sexual vulnerability/exploitation: <i>Reports that youth is being sexually exploited or being taken advantage of by an older or more sophisticated person, including prostitution.</i>	<input type="checkbox"/> No reports <input type="checkbox"/> Reports																				

SECTION 9: Attitudes/Behaviors											
1. Attitude before, during and after committing crime(s): <i>Check all that apply.</i>	<u>Before</u>	<u>During</u>	<u>After</u>								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Nervous, afraid, or worried								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Ambivalent, uncertain, or indecisive								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Unconcerned or indifferent								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Hyper, excited, or stimulated								
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Confident, or brags about not getting caught								
2. Purpose for committing crime(s): <i>Check all that apply.</i>	<input type="checkbox"/> Anger	<input type="checkbox"/> Money or material gain including drugs									
	<input type="checkbox"/> Revenge	<input type="checkbox"/> Excitement, amusement, or fun									
	<input type="checkbox"/> Impulse	<input type="checkbox"/> Peer status, acceptance, or attention									
	<input type="checkbox"/> Sexual desire	Other _____									
3. Accepts responsibility for anti-social behavior:	<input type="checkbox"/> Accepts responsibility <input type="checkbox"/> Minimizes, denies, justifies, excuses, or blames others <input type="checkbox"/> Accepts anti-social behavior as okay <input type="checkbox"/> Proud of anti-social behavior										
4. Empathy, remorse, sympathy, or feelings for the victim(s) of criminal behavior:	<input type="checkbox"/> Has empathy for his or her victim(s) <input type="checkbox"/> Has some empathy for his or her victim(s) <input type="checkbox"/> Does not have empathy for his or her victim(s)										
5. Fatalistic attitude:	<input type="checkbox"/> Believes some things matter and he or she has a future <input type="checkbox"/> Believes little matters because he or she has no future <input type="checkbox"/> Believes nothing matters; he or she will be dead before long										
6. Loss of control over anti-social behavior:	<input type="checkbox"/> Believes he or she can avoid/stop anti-social behavior <input type="checkbox"/> Somewhat believes anti-social behavior is controllable <input type="checkbox"/> Believes his or her anti-social behavior is out of his or her control										
7. Hostile interpretation of actions and intentions of others in a common non-confrontational setting:	<input type="checkbox"/> Primarily positive view of intentions of others <input type="checkbox"/> Primarily negative view of intentions of others <input type="checkbox"/> Primarily hostile view of intentions of others										
8. Pro-social values/conventions:	<input type="checkbox"/> Primarily positive attitude toward pro-social values/conventions <input type="checkbox"/> Somewhat positive attitude; or, positive attitude toward some values/conventions <input type="checkbox"/> Does not think pro-social values/conventions apply to him or her <input type="checkbox"/> Resents or is hostile to pro-social values/conventions										
9. Respect for authority figures:	<input type="checkbox"/> Respects most authority figures <input type="checkbox"/> Resents some authority figures <input type="checkbox"/> Resents most authority figures <input type="checkbox"/> Defies or is hostile toward most authority figures										
10. Tolerance for frustration:	<input type="checkbox"/> Rarely gets upset over small things or has tantrums <input type="checkbox"/> Sometimes gets upset over small things or has temper tantrums <input type="checkbox"/> Often gets upset over small things or has tantrums										
11. Belief in use of aggression to resolve a disagreement or conflict: Verbal: yelling and verbal intimidation Physical: fighting and physical intimidation	<u>Believes use of aggression is:</u> <table border="0" style="width: 100%;"> <tr> <td><u>Verbal</u></td> <td><u>Physical</u></td> </tr> <tr> <td>Rarely appropriate <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Sometimes appropriate <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Often appropriate <input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>			<u>Verbal</u>	<u>Physical</u>	Rarely appropriate <input type="checkbox"/>	<input type="checkbox"/>	Sometimes appropriate <input type="checkbox"/>	<input type="checkbox"/>	Often appropriate <input type="checkbox"/>	<input type="checkbox"/>
<u>Verbal</u>	<u>Physical</u>										
Rarely appropriate <input type="checkbox"/>	<input type="checkbox"/>										
Sometimes appropriate <input type="checkbox"/>	<input type="checkbox"/>										
Often appropriate <input type="checkbox"/>	<input type="checkbox"/>										
12. Readiness for change:	<input type="checkbox"/> Hostile toward change or unwilling to change <input type="checkbox"/> Does not see any need for change <input type="checkbox"/> Believes there may be a need to change <input type="checkbox"/> Committed to changing or working on changing										
13. Successfully meeting conditions of supervision:	<input type="checkbox"/> Believes he or she will be successful <input type="checkbox"/> Unsure if he or she will be successful <input type="checkbox"/> Does not believe he or she will be successful										

SECTION 10: Skills

	Yes	Somewhat	No
1. Consequential thinking skills: Youth understands there are consequences, good and bad, to his or her actions. Youth acts to obtain good and to avoid bad consequences. Youth sets positive, realistic goals.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Critical thinking skills: Youth sees that there are two sides to an argument or a situation. Youth weighs or evaluates the merits of each side. Youth arrives at a conclusion or makes a decision based on this evaluation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Problem-solving skills: Youth can identify/describe problem behaviors. Youth can think of different solutions to resolve the problem. Youth can apply an appropriate solution.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4. Self-monitoring skills for triggers that can lead to trouble: Identifies external triggers: peers, drug use, situations that lead to trouble. Identifies internal triggers: thoughts, emotions, like anger, that lead to trouble. Actively monitors triggers.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5. Self-control skills to avoid getting into trouble: Can stop thoughts or actions that get him or her into trouble. Knows some self-control techniques to keep from getting into trouble. Uses a self-control technique to keep from getting into trouble. <i>Techniques include reframing, replacing anti-social thoughts with pro-social thoughts, diversion, relaxation, problem solving, negotiation, relapse prevention.</i>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6. Interpersonal skills: Appropriately expresses his or her needs and feelings. Negotiates with others. Carries on a meaningful conversation.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>